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WE CAN LEARN FROM THE PAST

By W. L. CARR
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MOST readers will recall Thomas Carlyle's reaction when a friend told him that he had just had a letter from Margaret Fuller in which she said that she had decided to accept the universe. Carlyle's reply was, "Gad! She'd better."

No doubt Carlyle would exhibit a similar reaction to the title of this article. "Gad! We'd better." For, obviously, if we, as individuals or as nations, can not learn from the past, we can not learn at all. Certainly we can not learn from the future, nor can we learn from the immediate present. We can and do learn from the past, although there are times when we are tempted to agree with the pessimist who said that the only thing anyone ever learns from history is that no one ever learns anything from history.

However, no one needs to get out his old notebook in psychology to assure himself that he, as an individual, has learned from his past, and that he is today what he is, largely because of his own personal experiences plus the vicarious experiences which history and literature have made available to him. As a teacher, I like to think that some of the most helpful learning situations in which any of us have ever found ourselves were those set up for us in school and college. Experience is the best teacher; in fact, experience (as I have here defined it) is the only teacher. Of course, I realize that the man who first used the phrase "Experience is the best teacher" probably had in mind the University of Hard Knocks. Psychologists tell us that the dumbest of dumb animals can be conditioned to make certain responses, and they also tell us—that we already knew—that the human animal, through the medium of speech and written records, is able to extend his experience and that he is also able to apply selected pertinent elements in his past experience to new situations; in other words, to behave as an intelligent human being. As a teacher of language, I like to think that for the past forty-five years I have been aiding and abetting this sort of intelligent human behavior.

Furthermore, as a teacher of history, in more recent years, I like to think that there is at least some truth in Lamar-

tine's dictum that "history teaches everything—even the future." And as a teacher of ancient history, I like to quote a modern writer (Albert Trever, *History of Ancient Civilization*, Vol. II, p. 3), who says: "Rome holds a key position in the history of Western civilization, for she welded all Mediterranean cultures into a new unity stamped with her own national character and passed it on to the West. Her language, law, political institutions,

if you prefer, of Western Civilization. It is not merely that we derive from it, and draw from it our heritage of tradition and most of our biological inheritance. We have always belonged to it, and we belong to it still. The fact that we are also a nation, with certain ways and traditions peculiarly our own, no more separates us from the European community than similar circumstances separate France or Portugal."

Machiavelli went still further when he expressed the conviction (as quoted by M. Somerset Maugham in his recently published novel, *Then and Now*) that "men are always the same and have the same passions, so that when circumstances are similar the same causes must lead to the same effects; and thus, by bearing in mind how the Romans coped with a given situation, men of a later day might conduct themselves with prudence and efficiency."

That's going a bit too far, I should say. However, it should be noted that Machiavelli is quoted as having said that "men might conduct themselves with prudence, and efficiency..." Perhaps that is as bold a statement as anyone is justified in making about the conduct of men or of nations. But, as Franklin P. Adams has said, while the race is not always to the strong, that's the place to look for the winner. Students of history may not always be wise citizens, but a knowledge of history helps. We can learn from the past, and it is the business of historians and statesmen, of prophets and preachers and poets, and of lowly teachers of history to make that possibility a reality in an ever increasing degree. "Lord God of Hosts, be with us yet, lest we forget, lest we forget!"

Of course, a teacher of history who is not suffering from a prophet complex can find other, if less compelling, reasons for the study of history: natural curiosity, for example, about men and nations, even men and nations of remote times and places. This natural curiosity is, usually, heightened when the men or nations being studied have so obvious a connection with the student and his own nation as is the connection between ancient Greece or ancient Rome and modern America. Americans can and should learn about their cultural past—on this continent, in Western Europe, in Rome and in Greece, back where the West really begins. Americans can and should learn about our past, so as better to understand our future. And there is a vast difference between learning about the past

ANCIENT PLANETARIA

That the planetarium, which is looked upon with pride as a marvel of modern scientific skill, is as ancient as the Greeks and Romans is amply demonstrated by two passages in Cicero:

Nam cum Archimedes lunae, solis, quinque errantium motus in sphaeram illicavit, effecit idem quod ille qui in Timaeo mundum aedificavit Platonis deus, ut tarditate et celeritate dissimillimos motus una regeret conversio.—*Tusculan Disputations* i, 25, 63.

Quod si in Scythiam aut in Britanniam sphaeram aliquis tulerit hanc quam nuper familiaris noster effecit Posidonius, cuius singulae conversationes idem efficiunt in sole et in luna et in quinque stellis errantibus quod efficitur in caelo singulis diebus et noctibus, quis in illa barbaria dubitet quin ea sphaera sit perfecta ratione?—*De Natura Deorum* ii, 34, 88.

economic and social organization, universal church, and culture became the foundation of medieval civilization, and they are now interwoven into the very texture of our own social and individual life. Roman history is therefore in no sense isolated or without significance for us, for here are the true origins of medieval and modern civilization. To one who has no understanding of imperial Rome, much in them must be forever, a closed book."

Garrett Mattingly says, in a magazine article ("The Use of History," in *The Atlantic* for July, 1946, p. 127.): "...some of our historians have innocently confused us about who we really are. But there is no real doubt. The United States is a subsociety of the great society of Western Europe. We are members of Latin Christendom, or,

and learning from the past.

It is interesting to anyone (who happens to be even mildly curious about the evolution of ideas) to learn, for example, about early Greek experimentation with those various forms of government which have since been recognized as typically "western"; but it is more than just interesting, it is vitally important to learn from Greek history the dangers of direct democracy and emotionally induced assembly action, on the one hand, and of dictatorship on the other. It is interesting to learn about Greek geography (valleys, peninsulas, and islands) and its effect in helping produce the small, independent, liberty-loving city-states of ancient Greece; but it is vitally important to learn from Greek history the suicidal results of the narrow nationalism or townshipism which was developed in these independent city-states. It is interesting to learn about the Age of Pericles which brought Greek genius to its finest flower in the dramas of Aeschylus and Sophocles, in the architectural glory of the Parthenon, and in the sculptural triumphs of Phidias; but it is vitally important to learn from Greek history how easily the glory that was Greece in the Periclean Age became the shame that was Greece when Athens, grown powerful and arrogant, transformed the Delian League—the first voluntary League of Nations—into the Athenian Empire and by a continued display of *hybris* brought upon herself the *nemesis* of the Peloponnesian War.

So to learn from history is to prove the truth of what Dionysius of Halicarnassus said in the first century B.C.: "History is philosophy learned from examples." It is interesting to note in passing that the English words *history* and *story* both come from the same Greek word; and this is no etymological accident. Neither is it an accident that most of our philosophical terms in the field of government also come from the Greek—e.g., *democracy*, *autocracy*, *plutocracy*, *aristocracy*, *theocracy*, *monarchy*, *anarchy*. To the Greek, politics was a branch of philosophy, and Greek writers of politics tended to become too philosophical, too abstract, too theoretical. Plato, in *The Republic*, is an outstanding example. Plato himself was fully conscious that in this book he was describing an ideal city, an "escape" city, if you please, a *just* city in which a just man like Socrates would not be condemned to die. At the end of Book IX of the dialogue, Plato admits as much, when he has Glaucon say: "I understand; you speak of that city of which we are the founders, and which exists in idea only; for I do not think that there is such an one anywhere on earth." Socrates is then made to reply: "In heaven there is laid up a pattern of such a city, and he who desires may behold this, and, beholding,

govern himself accordingly. But whether there really is or ever will be such an one is of no importance to him; for he will act according to the laws of that city and of no other." It is no accident that the word *utopia* also comes from the Greek.

In sharp contrast to this typically Greek point of view, the Roman looked at politics as a practical way of getting public business done. To the Roman, government was *res publica*, the common interest, the common weal. Again, it is no accident that most of our words that have reference to the every-day workings of government come from Latin—e. g., *senate*, *congress*, *legislature*, *president*, *mayor*, *magistrate*, *judge*, *candidate*, *election*, *inauguration*, *salary*, *fiscal*, *minister*, *consul*, *council*, *veto*. These words or their etymological ancestors, as well as



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the governmental machinery which they represent, are typically Roman, and have been in continuous use in the Western World for the past 2500 years. Naturally, therefore, the average American student of ancient history feels very much at home in Roman history, much more so than he does in Greek history. Also he readily finds in Roman history many governmental experiments with social and economical problems comparable to our own.

H. J. Haskell, editor of the *Kansas City Star*, was so struck with certain of these similarities that he wrote a book on the subject. He calls his book *The New Deal in Old Rome*. Haskell doesn't preach or draw sharp conclusions. He doesn't even imply that the dole, for example, caused the fall of Rome. The fact is that Rome stood up for six hundred years under that particular burden, and she finally reached the ripe old age of twelve hundred and twenty-nine years, if we accept 753 B.C. as the date for the founding of Rome. As a matter of fact, the doctors have never been able to agree on the cause of Rome's death. Some say it was malaria; some say it was Christianity. The point I am trying to make is that we have in this long history of Rome authentic records of the beginning, the middle, and the end of various important political, social, and economic experiments. Here we can note trends and

observe results. Here we moderns of the Western World have an excellent opportunity to learn from the past.



TELEUTIAS—A SPARTAN SEA-DOG

By JOHN F. CHARLES
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IN his recent book, *The Great Pacific Victory* (John Day, 1945, p. 236), Gilbert Cant writes:

"William Frederick Halsey, alone among Pacific commanders, can set off spontaneous waves of cheering merely by appearing at a medal-giving ceremony. Alone among Pacific commanders, he has, by the very magic of his name and personality, buoyed the morale of hundreds of thousands of fighting men when it was sinking for the third time. A commander with such powers is a valuable man to have around in any navy."

A strikingly similar instance of spontaneous enthusiasm for a naval leader, and his ability to inspire a demoralized fleet, is found in a navy not particularly noted in the annals of sea warfare—that of Sparta during the Corinthian War.

Xenophon describes an incident in the summer of 389 when the newly elected navarch Hierax arrived at Aegina to relieve Teleutias in command of the Spartan squadron stationed there (*Hellenica* v, 1, 1): "Teleutias sailed home under the happiest circumstances. For when he went down to the shore to embark for home, there was not one of the sailors who did not greet him; some put wreaths on him, others fillets, and others who arrived too late, when he was already under way, threw their garlands into the sea and wished him all good luck. I realize that in telling this I am not describing a matter involving any expense or danger or stratagem worth mentioning. But I surely think it worth while for one to ask himself how Teleutias inspired this kind of feeling in the men of his command. For this is a far more noteworthy achievement for a real man than the expenditure of much money or the facing of danger."

Late in the following year, after an Athenian raid on Aegina which killed the Spartan commander and reduced the crews to mutiny against the incompetence of their leaders and their inability to pay the men, Teleutias was sent back to Aegina with an extraordinary commission to restore the situation in the Saronic Gulf. Xenophon writes (*Hellenica* v, 1, 13): "When the seamen saw that he had come they were wildly enthusiastic." After a "pep talk" by Teleutias, "they all shouted to him to give whatever commands were necessary, and that he could count on their carrying them out." (*ibid.* v, 1, 18).

It was no accident that Teleutias, half-

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brother of Xenophon's hero, the Spartan king Agesilaus (Pauly-Wissowa-Kroll, s.v. "Teleutias"), had the confidence of his men and his government. His first appearance was in the summer of 392 when, as regular commander, he took over a Spartan squadron of twelve ships in the Corinthian Gulf, which had been badly mauled the preceding fall by the fleet of the anti-Spartan coalition (Xenophon, *Hellenica* iv, 8, 11). We have no details of any fleet actions, but apparently Teleutias won control of the gulf. The following summer he and Agesilaus tightened the Spartan grip on Corinthian home waters by an amphibious attack which took (for the second time) the main Corinthian naval base, Lechaëum (*ibid.* iv, 4, 19).

In the meantime the regular Spartan navarch for 391-390, Ecdicus, who had been sent to assist the pro-Spartan faction in Rhodes, was fumbling futilely around Cnidus, convinced that his forces were too weak to accomplish anything. So in the summer of 391 Teleutias, who was apparently acquiring a reputation as a trouble-shooter, was ordered to take his Gulf Squadron to Cnidus and relieve Ecdicus (*ibid.* iv, 8, 23-24). Teleutias soon pieced together a fleet of battle-worthy proportions, and with twenty-seven ships sailed to Rhodes to carry out his orders. On the way he further distinguished himself by intercepting and capturing a whole Athenian squadron on its way to Cyprus.

Our authorities leave us completely in the dark on the activities of Teleutias in Rhodian waters. But Xenophon does tell us (*ibid.* iv, 8, 25) that when the Athenian admiral Thrasybulus, the hero of Phyle, set out for Asia the following spring with forty ships, he thought it advisable not to tangle with Teleutias, and transferred his operations to the Hellespontine region.

Teleutias must have held this extraordinary command for about a year and

a half, because he was operating out of Rhodes in the summer of 389 when an Athenian expedition clamped a blockade on Aegina in an effort to break up the privateering from that island which had nearly closed the port of Athens. When news of this event reached Teleutias, who was cruising in the Aegean, he took his squadron into the Saronic Gulf, drove off the Athenian ships, and locked up the Athenian expeditionary force in its own fortifications (*ibid.* v, 1, 3).

Then followed the events related above in connection with Teleutias' departure from Aegina and return there in 388.

Teleutias' return had heartened the Spartan fleet, but they were still outnumbered, underfed, and without pay for months. Teleutias worked on the principle that the best defense is a good offense. He manned his twelve ships at night, and without a word as to his destination sailed straight for Piræus, the very heart of Athenian sea power and the strongest naval base in the Mediterranean. Arriving just before dawn, his ships raided the harbor, landed on the docks and took a few astounded seamen and skippers prisoner, and then scurried out towing several captured merchantmen, which Teleutias despatched to Aegina under escort. He then cruised down the west coast of Attica seizing a few grain ships bound up from Sunium and some fishing smacks which were certainly not anticipating a sortie of the Spartan squadron from Piræus (*ibid.* v, 1, 18-24). This coup brought Teleutias some six talents' worth of loot, enough to support his squadron for at least a month; gave him effective control of the Saronic Gulf; and threw a panic into the Athenians—which was one of the main factors in their willingness to accept the King's Peace a few months later.

Teleutias was one of those few Spartan commanders who stand out for imagination, initiative, and a hold on the affections of their men—men of the cast

of Brasidas. Among Greek naval leaders he deserves a place alongside Phormio and Conon. Certainly no Spartan can be compared to him, with the possible exception of Lysander.

Letters

From Our Readers

A BIMILLENNARY CELEBRATION

Professor W. M. Hugill, of the University of Manitoba, Winnipeg, Canada, writes:

"The classical teachers of Manitoba celebrated the two-thousandth anniversary of Caesar's invasion of Britain with a Roman dinner. The mimeographed program bore a picture of a Roman galley, and, beneath it, these elegiacs, of my own perpetration:

Venti vela vocant, veloces vi vada
verrunt

Vectantes validos victoriosque viros.
Vos vinum vitate videntes vera ven-
usta,

Vespere vescentes vix vigilare
volunt.

"The menu consisted of a *gustatio* (apium, oleae, ius pingue), a *cena* (caro bubula, tubera Gallice fricta, siliquae leguminis prasinæ, panis, butyrum), and a *secunda mensa* (acina in crustis inclusa, spuma gelata aucta). These were followed by a *potio potens*, in which we drank the king's health. Each course was accorded an appropriate Latin quotation on the program; e.g., 'Ne quid nimis' for the *cena*, 'Dona praesentis cape laetus horae' for the *secunda mensa*, 'Adsit laetitiae Bacchus dator uvae oblitus' for the toasts.

"After the invocation, there were addresses by army officers, on various aspects of Caesar's invasion of Britain, and Roman military affairs in general. And, of course, we sang Latin songs.

"For amusement during the dinner, we gave the guests mimeographed 'Divination Ditties,' and asked them to name the god or goddess indicated by each. The heading was, 'Musa, mihi divos memora, quo nomine dicti.' Some of the ditties were:

1. Regnator caelum et terras qui numine torquet. *Aeneid* iv, 269.

Supreme over legions ethereal

With a power rather more than imperial

Rules a sacrosanct god

With a bolt and a nod

Which sways regions much more material.

2. Divom incedo regina Jovisque Et soror et coniunx. *Aeneid* i, 46-7.

The wife of Jove and heaven's queen

With injured pride and jealous spleen

- Pursued the Trojan refugees
For seven years over seven seas
Until they reached their new de-
mesne.
3. Vomeris huc et falcis honos, huc
omnis aratri Cessit amor. *Aeneid*
vii, 635-6.
The classical version of Thor
Is a god I'm inclined to abhor;
He turns plows into swords
And rallies his hordes
At the very first rumor of war.
4. Paene simul visa est dilectaque rap-
taque Diti. Ovid, *Metamorphoses*
v, 395.
The son-in-law of Demeter
Stole her daughter, but how to se-
crete 'er
He didn't quite know,
Till the earth yawned below.
What end to this tale could be
neater?
5. Pedes vestis defluxit ad imos Et
vera incesu patuit dea. *Aeneid* i,
404-5.
It is said that she rose from the
foam
Her golden tresses to comb;
But the fish were so shy
They avoided her eye;
Her garments were mostly at home.
"The back of the program bore a
quotation from Tacitus' *Agricola*, and a
map of Roman Britain.
"The dinner was a great success, and
drew a large crowd."

A MYTHOLOGY QUIZ

Sister M. Gonsalva, of Marian Col-
lege, Indianapolis, writes:

"My students enjoyed this quiz in
mythology:

"Identify briefly the myths to which
allusion is made in each of the following:

1. A white heifer (Io).
2. The Great and Little Bear (Callis-
to).
3. Thunder, lightning, ashes (Semele).
4. A lyre moves stones (Amphion).
5. A piece of slate supports a fable
leg (Baucis and Philemon).
6. Human beasts of burden (the sons
of Cydippe).
7. Ants (Aegina; the Myrmidons).
8. A spring flower (Hyacinthus).
9. The Ethiopians turn black (Phae-
thon).
10. His wife gave her life for him
(Admetus).
11. Frogs (Leto).
12. A laurel tree (Daphne).
13. Venus loved him (Adonis).
14. Asses' ears (Midas).
15. She mistrusted a god (Psyche).
16. Three golden apples (Atalanta).
17. A pack of hounds (Actaeon).
18. A statue comes to life (Pygmalion).
19. A crack in the wall (Pyramus and
Thisbe).
20. She preferred earth's sorrows to
Apollo's love (Marpessa).

21. Perpetual youth with perpetual
sleep (Endymion).

22. She became a fountain (Arethusa).

23. A magical salve (Phaon).

24. A sunflower (Clytie).

25. Doves (Pleiades)."

(Note: The Editor finds that brief
questions of the general type of Sister
M. Gonsalva's quiz produce good results
even in a long and formal examination
on mythology. The students may be
asked, for instance, to give the signifi-
cance in Greek mythology of sea foam,
a cow, lightning, a snake, an olive tree,
a cuckoo, a pomegranate seed, a dog, a
wheel, a spider, teeth, an arrow, a horse,
an egg, a necklace, etc.)

NIHIL SUB SOLE NOVI

Mr. Charles I. Freundlich, of the For-
est Hills High School, New York City,
writes:

"The outlandish garments known as
'zoot suits' remind us of the way in
which the dandies of Cicero's day
dressed. In his Second Oration against
Catiline, Cicero lampoons them for wear-
ing long-sleeved, ankle-length tunics, and
togas that were like sails (manicatis et
talaribus tunicis, velis amictos, non
togas—X, 22).

"On May 5 of this year the *New
York Times* quoted Philippine President
Osmena as directing 'that two of his
sons, suspected of having dealt with the
Japanese, be dealt with as the others
suspected of such dealings.' This im-
partiality of justice recalls to mind the
story of Brutus, Rome's first consul, who
condemned his own sons to death for
treasonable activity.

"Under date of last January 11, the
New York Herald-Tribune reported 'a
spreading wave of 'bread and work'
riots in Italy.' This recalls the 'panem
et circenses' of the Romans—but on a
more serious note."

TOO MUCH FISH

Dr. Emory E. Cochran, of Fort Ham-
ilton High School, Brooklyn, N. Y.,
sends in an anecdote told by Paullus
Manutius in his *Apophthegmata*, pub-
lished in 1604:

"Quum legatus navigaturus in Asiam
navem conscendisset, et a quodam inter-
rogaretur num metueret, ne naufragio
eictus et piscibus devoraretur: Quid,
inquit, metuum a piscibus qui tot pisces
devorant?"

MIXED DERIVATIVES

Dr. Cochran also writes:

"I went around the corner to the deli-
catessen store to get some milk, and the
man asked me whether I wanted plain or
homogenized milk. He told me that one
of his customers always insists upon
getting 'homicide' milk!"

THE MACHINE AGE

Mr. Goodwin B. Beach, of Hartford,
Connecticut, who writes Latin fluently
and beautifully, says in a recent letter:

"Egomet iam nunc rusticor. Ferias
ago. Quid facimus? His annis villa
neglecta, omnia inculta, quae olim vir-
gulta arbustaque, iam arbores fere sunt
quae supputamus ut iterum suae magni-
tudinis sint. Cum hoc opus spissum et
operosum perpetravero, plostrum aliquo-
tiens ramulis complevero. At aer bonus
est atque regnat tranquillitas, sicubi est
hodie aeroplanis supervolitantibus, auto-
mobilibus praeterfugientibus tranquillitas.
Recens ingenti strepitu tali qualem nun-
quam antea audieram expectatus me ad
fenestram contuli visum quid rei esset.
Villa in editiore loco sita est ut speciem
volaticis praebeat navis. En volaticus
iterum iterumque ad nos sese praecipitaret
tanquam ad navem quam torpedini-
bus summensus esset."

THE AMERICAN
CLASSICAL LEAGUE
CITATIONS

By B. L. ULLMAN
University of North Carolina

Last spring the Council of the Ameri-
can Classical League voted citations for
"meritorious and distinguished service in
behalf of the humanities in American life,"
and particularly of the classics, to Bernard
Baruch, Harry Emerson Fosdick, Lowell
Thomas, and Tom Wallace. Readers of
THE CLASSICAL OUTLOOK may be inter-
ested in the following excerpts from their
letters of acknowledgment:

Harry Emerson Fosdick: "I am very
grateful indeed. . . . I am sure I do not
deserve the citation, but I nonetheless take
it warmly to heart."

Bernard Baruch: "When I was a
Trustee of City College" (New York
City) "an endeavor was made to indus-
trialize it but I insisted upon a continu-
ance of Latin and Greek. . . . I know that
contact with Roman and Greek literature
gives a man a distinct advantage, espe-
cially if he has studied them in the
original."

Tom Wallace: "My enthusiasm for
Latin and Greek as an important part of
an education grows out of my own lack
of the sort of education I consider best.
I had just enough Latin at school and
in college to cause me to realize, later, its
great value to anyone who is interested
in English. . . . To me the tendency of
educators—or maybe trustees—to make
colleges more like trade schools and less
like the real educational institution which
a college should be is deplorable, and it
is apparently uniquely North American.
. . . A Mexican chemist said he had heard
that Latin and Greek were not taught in
some of the schools of the United States.
When I told him that some colleges
taught neither language he said he could
not understand how that could be true."

Lowell Thomas expressed appreciation

of the honor. His secretary indicated that he is planning to frame both the citation document and my letter informing him of the action of the Council.



ORBIS PICTUS—A VISUAL AID

By DOROTHY HINMAN HIND

Niles Township High School, Skokie, Illinois

In this visually-minded era of education, it is interesting to note that one of the earliest visual aids used in teaching was a Latin textbook called *Orbis Sensualium Pictus*, which was written by John Amos Comenius in 1650.

In the sixteenth and seventeenth centuries, when complaints were being raised throughout Europe against the bookish classical learning of the day, Comenius, a Moravian Father and an eminent educator, brought about several reforms which have influenced education ever since.

Comenius' early life is obscure; but it is definitely known that he was born in the village of Nivnitz in Moravia in 1592. Left an orphan at the age of twelve, he was entrusted to an aunt, who made away with his inheritance. He was educated in the Latin schools of the day, but seemed displeased with not only the methods of teaching but also the books given him to study. He was not a student of psychology in its modern sense, but he did a great deal of thinking about children and the way they learned. He observed that in childhood the senses are keenest, and that the easiest way to acquire new impressions is through visual objects, pictures, and interesting verbal descriptions. When, therefore, he entered teaching as a profession, in Saris-Patak, Hungary, in 1650, he wrote among other pedagogical treatises a child's picture-book called the *Orbis Pictus*.

Printing of the book was delayed several years because of the difficulty of finding a skillful copper-engraver. But finally it was published in Nuremberg, Germany, in 1657, in two languages, German and High Dutch. In the sections of Germany where schools were destroyed in the Thirty Years' War, this book was used in homes for the training of children. Afterwards, it was used as a textbook in German schools for about two hundred years.

"Nihil est in intellectu quod non prius fuit in sensu." These words, a translation of a sentence of Aristotle's, were selected by Comenius for the front page of *Orbis Pictus*. He believed them thoroughly; and when he was preparing his book he wrote as follows to Michel Endter, of Nuremberg, his publisher: "Children grow weary of their books because they are over-filled with things which have to be explained by the help of

words. Pupils and often teachers themselves know next to nothing about the things."

Soon after the publication in 1657, *Orbis Pictus* was translated into English by Charles Hoole, a London schoolmaster, who recommended the use of it, as he said, "to help memories retain what they have scatteringly gotten here and there." Two English editions can be studied in the Newberry Library in Chicago.

The book contains a long preface, in which Comenius states his plan. It is as follows:

"1. The pictures are representations of all visible things."

"2. The nomenclatures are the inscriptions set everyone over their own pictures, expressing the whole thing by its own general term."

"3. The descriptions are the explanations of the parts of the pictures."

After this there is given a detailed statement of Comenius' purpose in composing a book of this type, to the effect that it will stir up the attention of children so that school will not be a torment to them, but a pleasure.

There are 151 lessons, on subjects covering a wide range of topics, such as "Deus," "Mundus," "Coelum," "Ignis," "Aer," "Aqua," "Nubes," "Terra," "Lapides," "Arbores," "Animalia," etc., each one preceded by an engraving illustrating the subsequent discussions.

The first lesson is a dialogue between a teacher and a pupil. In the picture an elderly man stands talking with a boy. Questions and answers follow, in this manner:

Magister: Veni, Puer, discere sapere.

Puer: Quid hoc est, sapere?

Magister: Intellegere recte, agere recte, eloqui recte omnia necessaria... Postea ibimus in Mundum et spectabimus omnia. Hic habes vivum et vocale alphabetum.

The second lesson continues with a series of pictures down the left side of the page, with short sentences illustrating the sounds of the letters of the alphabet. For instance, a picture of a crow has beside it the sentence "Cornix cornicatur," and attention is called to the sound of *a*. A picture of a lamb has the sentence "Agnus balat," and the sound of *b* is stressed. A picture of a wolf has the sentence "Lupus ululat," and the sounds of *l*, *ul*, and *lu* are stressed.

Following the alphabet lesson there are 149 others. I select passages from two at random:

"Animal vivit, sentit, movet se, nascitur, moritur, nutritur et crescit, stat aut sedet aut cubat aut graditur."

"Avis tegitur plumis, volat pennis, habet duas pennas, totidem pedes, caudam, rostrum. Faemella ponit ova in nido, et incubans iis excludit pullos; ovum tegi-

tur testa sub qua est albumen, in hoc vitellus."

Each lesson is full of interest and ideas for the modern teacher of beginners in Latin. With our modern methods of printing and illustration, and with all teachers alert to the value of visual aids in their teaching, this idea, brought forward for the first time in 1657, might well give us some new ideas in 1946. Certainly Comenius' initial sentence is true: "Nihil est in intellectu quod non prius fuit in sensu."



THE JUNIOR CLASSICAL LEAGUE

By DOROTHY PARK LATTI

The Lenox School, New York City

Annually a request is sent out to the chapters of the Junior Classical League for a report of activities during the year. The following accounts from such reports which came in last May show new ideas, new ways of using old programs, or records of successful projects.

The American Classical League which sponsors the Junior Classical League has encouraged state organizations of chapters, and meetings of chapters in a city, town, district, or county. These meetings make for an increased feeling of comradeship, an exchange of ideas, and a renewed zest for carrying out the aims of the Junior Classical League. The state of Texas has the oldest and most flourishing state organization. Through its four-page printed paper, *The Torch*, issued three times during the school year, it keeps the chapters informed of the state program for the year, activities of individual chapters, and gives brief "biographies" of student officers under a column entitled "Junior Classical League Hall of Fame." During the war only an annual executive meeting was held to transact the business of the state organization and plan the work for the coming year. In May of this year the first full-fledged annual convention since the war, with twenty-nine of the fifty-two chapters represented, was held at the Paschal High School in Fort Worth (Texas).

The program of work for the chapters in Texas this past year was for each chapter to help to increase the number of active Junior Classical League chapters in the state, to prepare a publicity scrapbook of each chapter's activities for a state scrapbook contest, to continue "pen pal" letters with other chapters, and to promote a new League point system for activities in the individual chapters. The highest point member of each chapter received recognition at the state convention. The president of the state Junior Classical League sent out a bulletin of progress of the program every

six weeks. Suggestions for carrying out the program were mimeographed and sent to each chapter. In addition, an ambitious survey by postcard with an appeal to form a chapter was sent to each school teaching Latin in the state. It has been interesting through the years to watch the growth of this successful state organization and to watch its increasing sureness and maturity of approach to its work and fun.

Three East Texas chapters from Longview, Kilgore, and Henderson joined the Marshall group for its annual banquet as a climax to Latin Week. The Junior Classical League chapters of the schools of Detroit (Michigan) and the vicinity participated this year in the annual institute at the Cooley High School. There were approximately 1,200 in attendance with thirteen schools taking part in the program, and five additional ones attending. This year each school had a standard with its name on it which was constructed by the members of the Dearborn High School. One part of the program was a Latin song contest of popular songs translated into Latin. The prize for the best song and rendition was a Roman standard. The members at St. Mary's High School, Pittsburg (Kansas), helped the students of a nearby town form a chapter. They invited them to a meeting in Pittsburg at which the Junior Classical League presented an original skit called "A Date with Latin."

The chief aim of the Junior Classical League from its inception has been to acquaint everyone with the value of Greek and Roman civilization to our age. One way of doing this is to increase the enrollment of students in Latin classes. Many chapters make a special effort in this direction by celebrating Latin Week, which is sponsored by the Classical Association of the Middle West and South. Chapters conduct panels in assemblies on the value of Latin with speakers from among recent graduates and the professional people in the town. Still others give talks before groups of students coming from grade schools or junior high schools, and distribute to them a special number of the Latin newspaper or magazine. Others distribute material on the value of Latin to the townspeople, administrative officers and teachers of the school, and to Parent-Teachers Association groups. The members of the Incarnate Word High School, San Antonio (Texas), who were taking third- and fourth-year Latin used quotations on the value of Latin gained by a house-to-house canvass in a panel discussion in assembly. At the conclusion, mimeographed sheets entitled "Why Not Take Latin" were passed out to the audience. During Latin Week the Edw. D. Libbey High School, Toledo (Ohio), members each sent a letter to at least one person

containing mimeographed sheets with short articles telling of the advantages of studying languages. These were written by the teachers of Latin, French, German, and Spanish.

The Junior Classical League of the Robert E. Lee High School, Goose Creek (Texas), conducted a contest for all students who were eligible to take Latin the next year for the first time. In the attractive booklet sent to all students they were to list their reasons why they would take Latin or why not.

CARRY ME BACK TO OLD VIRGINNY

By ARTHUR WINFRED HODGMAN
The Ohio State University

Virginiae me redde carae
Qua poma plurima nascuntur suavia,
Qua vere dulce queruntur columbae—
Illuc redire ardentem cupio.
Impiger ibi ero saepe sudavi
Longos per dies in flavo gramine.
Nullam sincerius amo tellurem
Quam colo patriam Virginiam meam.

Virginiae me redde carae,
Maneam ibi donec tandem moriar.
Diu ad Tristem Paludem erravi—
Et ibi mi vita terminabitur.
Erus et era iam me praecesserunt;
Mox occurremus in ora aurea.
Ibi beati carebimus curis
Nec discessuri ibi demorabimur.

At the end of the booklet they were admonished to "Be Wise and Latinize." Every student who entered the contest was an honor guest at the League's annual Play Day picnic and the winners were guests at the annual Roman Banquet at which they were awarded two trophy cups and five silver dollars. The sponsor reported this contest helped double the first-year Latin enrollment. The Eastern Junior High School, Pontiac (Michigan), group gave an assembly to the eighth-grade pupils of the school on the value of Latin. The feature of the program was that every item, from speech of welcome to dialogue, essay, and songs was given in Latin and then translated for the benefit of the audience. During Latin Week many chapters write appropriate Latin mottoes on the blackboards of classrooms in colored chalk. The West Junior High School, Waco (Texas), put up these mottoes on the first day of the week, but whetted curiosity by putting the English translation beneath on the last day only. The theme of Latin Week at the Pittsford Rural Agricultural School, Pittsford (Michigan), was "Latin Everywhere." Posters were made for every school subject, food,

newspaper, etc. In the school display case were placed the charter of the Junior Classical League and information about the League and its activities.

An Open House day is held by many chapters to acquaint parents, friends, teachers and pupils with the work of the department. At the Waco High School, Waco (Texas), one feature of such a program was the preparation by each class of amusing jingles telling of its work. These gave a review of the whole Latin course. Also the winner in the chapter point contest received a gold Roman lamp pin, while runners-up received Latin bookplates at this same open house. This same chapter, with the co-operation of the English department, conducted an English vocabulary test of the multiple choice type similar to those appearing in national magazines. This test was given to all 12B and 12A English students. The scores were as follows:

Students having no foreign language	55 points
All students having had any Spanish	65 points
All students having had any Latin	71 points
Students having had more than two years of Spanish....	68 points
Students having had more than two years of Latin.....	78 points

The members of the Junior Classical League at the Daggett Junior High School, Fort Worth (Texas), each chose for one day during Latin Week a "brother" or "sister" from the seventh, eighth, or ninth grades who was not taking Latin. They were told many things about Latin and were taken to picnic at the park.

Each chapter is self-governing and each has its own way of initiating new members. The initiates of the Edw. D. Libbey High School, Toledo (Ohio), as a part of the ritual repeat a version of the famous oath of the young men of Athens slanted toward service to the school. At the Senior High School, Albert Lea (Minnesota), the Junior Classical League chapter ended its initiation ceremony with a luncheon which celebrated Vergil's birthday, marked by a birthday cake.

Also each chapter has its own type of membership, many of which have been noted in these columns in former years. It was a hope expressed by the American Classical League in the launching of the Junior Classical League that chapters might have "co-members" to stimulate interest in Latin and in classical civilization. In view of this, it is interesting to note that the newly formed chapter at Saint Francis High School, Saint Paul (Kansas), agreed to admit as honorary members students in the eighth grade

who thought they might like to study Latin the following year and whom their teacher thought capable of studying it. Under their newly adopted constitution members of the chapter were called Patricians, former students of Latin Plebeians, and prospective students Slaves.

Programs for meetings and assemblies take much thought and care in chapter activities. Roman life, public and private, is the most popular subject in meetings. Many times the influence of our classical past on our present takes the form of dramatizations. The members of the Incarnate Word High School, San Antonio (Texas), presented an original skit called "King Year and His Subjects, the Months." A responsive reading of the Beatitudes and the Lord's Prayer in Latin were part of an assembly devised by the Wills Point High School, Wills Point (Texas) chapter. As an incentive to attendance at chapter program meetings, the Waco High School, Waco (Texas) chapter appointed class chairmen to urge attendance at meetings. In each class an outstanding student was appointed to record the percentage of his classmates at each meeting and a final tabulation was made before the Christmas program at which the high scorer was honored. To encourage work on projects, programs, meetings, etc., the Welch High School, Welch (West Virginia), has a point system. The members of the chapter are divided into two groups, the Plebeians and the Patricians. The Plebeians are required to wear green ribbons to each meeting until each has earned seventy-five points, when he is awarded a white ribbon. The Patricians wear green ribbons also until seventy-five points are earned after which they receive purple and gold ribbons.

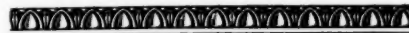
Contests are often used for projects or programs. The members of the chapter at the Mother of Mercy High School, Westwood, Cincinnati (Ohio), had a bulletin board question and answer contest. Twenty-five posters, each bearing a question about the Latin language or Roman civilization were prepared. The first pupil who answered all correctly was given a prize. All awards were accompanied by a congratulatory card written in Latin. In this same group the Vergil students had a character identification contest in which each girl wrote a brief sketch of a character in the *Aeneid* without giving a name. At the High School, Hillsdale (Michigan), the roll calls at meetings reflect the themes of the programs. At one meeting the month and day of the members' birthdays were given in Latin. The Coles Junior High School, Ashland (Kentucky), presented its annual Roman Holiday at the gymnasium (Circus Maximus). This annual event has in addition to its beauty contest (the election of "Miss Venus"),

booths, and side shows. The various clubs of the school are invited to enter teams in the gladiatorial combats, wrestling, boxing, foot racing, and chariot races. At the Waco High School, Waco (Texas), the chapter held an all-school party at which, among other things, was a series of side shows complete with signs and barkers. One ballyhooed the charms of Venus; inside, the exhibit was a Venus pencil. Another, voted the favorite, was called "The Face That



VERSE-WRITING CONTEST

THE CLASSICAL OUTLOOK will this year conduct another Verse-Writing Contest for high school and college students. Any high school or college student may enter the contest provided he is *this year* studying Latin, Greek, or classical civilization under a teacher *who is a member of the American Classical League*. Certificates of honorable mention will be awarded to the writers of all verses chosen for publication. Manuscripts must bear the name of the student, of his high school or college, and of his teacher of Latin or Greek. The verse may be in English, Latin, or Greek; the theme must be drawn from classical literature or mythology, or classical antiquity, in the broadest sense of the term. The poems must be entirely original—not translations of passages from ancient authors. No verses which have ever been published, even in a school paper, are eligible. No manuscripts will be returned; and the winning verses are to become the property of the American Classical League. The decision of the Editorial Board of THE CLASSICAL OUTLOOK shall be final. Announcement of the results will be made in the May, 1947, issue of THE CLASSICAL OUTLOOK. Manuscripts will be received up to February 1, 1947. They may be sent to Professor Lillian B. Lawler, Hunter College, 695 Park Avenue, New York 21; or to Professor W. L. Carr, Colby College, Waterville, Maine.



Launched a Thousand Ships," and was ballyhooed to suggest Helen of Troy; the exhibit inside was a large, framed portrait of Henry Kaiser.

The group at the Wenatchee High School, Wenatchee (Washington), gave a play in November written in rhyme and appropriate for the autumn and harvest in the fruit country. This was entitled "Pomona and Vertumnus." This chapter takes pictures of the students taking part in the plays before each program. Many of these photographs

were enlarged and students purchased over 600 prints at these meetings. This chapter also annually presents a special gold JCL award key to the member giving outstanding service to the chapter.

Junior Classical League chapters often help charitable institutions and projects with time and money. The Edw. D. Libbey High School, Toledo (Ohio), chapter helped sponsor a Caesar Hop at which there was a booth for the Delphic Oracle with fortunes. Contributions received for these fortunes were marked for Greek Relief. From collections, sales, and contributions, the group at Jesup W. Scott High School, Toledo (Ohio), secured enough funds for Greek Relief to send a cow and a mare to Greece. Appropriately enough, the students dubbed the cow "Elsie" and used Borden advertisements in their drive. At the Welch High School, Welch (West Virginia), the members each brought a Latin greeting card and a toy to the Christmas meeting. After an exchange these toys were turned over to the Salvation Army. The West High School, Rockford (Illinois), group gave Junior Red Cross Educational Boxes to help students in other lands who lacked many things needed for their schoolwork.

An annual Roman banquet is often the climax of the year's activities in many chapters. At the Latrobe High School, Latrobe (Pennsylvania), a special slant is given in that the banquet is a wedding feast for the bride and groom in a Roman wedding. The banquet and wedding were recorded in film for the chapter's permanent records. For Latin Week, the chapter at Henderson High School, Henderson (Texas), made favors of Roman sandals with blotter soles. These might well be adapted for use at a banquet.

A Latin newspaper or magazine is often published by many chapters and used to interest new students in Latin. One of these celebrated its twentieth anniversary this past year, *The Roanoke Roman* of Roanoke, (Virginia). The Easton High School, Easton (Maryland), chapter puts out a newspaper four times during the school year. In order that more members might have a hand in its preparation, a new staff was elected before each number was to come out.

Many chapters give gifts each year to the school or for use by the chapter. The group at Pittsford Rural Agricultural School, Pittsford (Michigan), sold plants as gifts for Mother's Day and conducted a paper collection drive to buy a set of floodlights for the school campus. At the Latrobe High School, Latrobe (Pennsylvania), at the last meeting of the year the sponsor was presented with a gavel inscribed with the Junior Classical League emblem for chapter use. The Robert E. Lee High

School, Goose Creek (Texas), chapter sponsored a box supper to raise funds for an honor roll of students who were in the armed services.

The members of chapters often write to other members in other places to exchange ideas. This "pen pal" activity is an interesting one and productive of friendships. The members of the chapter at the Iolani School, Episcopal Church School for Boys, Honolulu (Hawaii), correspond with mainland students. They would like to correspond with more students and will assign a member to answer each letter. At Lynnville High School, Lynnville (Indiana), members have corresponded with students in Central and South America as one project this past year.

The Junior Classical League had a flourishing year with 403 active chapters and 10,305 members. This was a gain over the previous year. May 1946-47 he even more flourishing!



THE PRONUNCIATION OF GREEK IN AMERICAN SCHOOLS AND COLLEGES

(Editor's Note: In 1945 the President of the American Classical League appointed a committee to study and make recommendations concerning the pronunciation of Greek in American schools and colleges. The committee consisted of C. E. Finch, Henry Phillips, Jr., L. R. Shero, E. H. Sturtevant, and W. E. Blake, Chairman. The following is their report.)

THE Committee on the Pronunciation of Greek in American Schools and Colleges, of the American Classical League, in seeking to determine the system of pronunciation of Ancient Greek most desirable for use in American education, began with a consideration of three possible methods. These are: (1) the Modern Greek pronunciation; (2) Rouse's system of tonal accentuation; (3) some form of the theoretical reconstruction of ancient phonemes which is the basis of American school practice today.

There was some support of the first method, which has indeed the virtue of undisputed genuineness, since it alone can be authenticated by reference to living speech. It would also have the advantage of winning for us the enthusiastic support of thousands of the patriotic Greeks in America. Against these considerations, however, the Committee weighed certain serious objections. The chief of these is the fact that side by side with the breakdown of the ancient syntax and morphology came a gradual obliteration of phonetic distinctions, particularly in endings, which has resulted in Modern Greek in

such a levelling of vowel values that it is no longer possible to secure a clear differentiation among many of the ancient endings. For example, η, ι, υ, ε, ο, and ω are now indistinguishable in sound. This fact alone is enough to render the system unsuitable pedagogically. If we add the further consideration that the "genuineness" of this method of pronunciation is no more applicable to Ancient Greek than the genuineness of



PANDORA

BY MABEL F. ARBUTHNOT
Texas State College for Women

I am a skeptic and inclined to doubt
The story of Pandora.
They say she opened up a little box
And let all evils out—
The whole infernal, pestilential throng
Of banes and curses on the human
race—
And then in terror
Slammed the cover back,
And locked inside the box the only
thing
That could combat the wrong;
And, fluttering
Forever in its prison,
Hope was bound.
I've never believed the story.
Yet, like a man who prays for heaven's
help
Despite his unbelief,
I cry,
"Pandora, hear me!
Lift the top again!
Open the box and give us Hope!"



Modern English is to Anglo-Saxon, the reasons for rejecting it seem conclusive.

Rouse's attempt to revive the tonal values of Greek accent was judged impractical, both because of its largely speculative nature and because of the considerable difficulties of mastering it—difficulties which might well have the effect of alienating many students from the study of Greek.

The Committee was thus left with the third possibility. Its task was then to determine the extent to which it should recommend "for use in schools and colleges in America" the results of linguistic research in the reconstruction of Ancient Greek phonemes. The problem was essentially one of mediation between two limits, on the one side the sum of collected scientific evidence as incorporated most conveniently in Professor Sturtevant's book, *The Pronunciation of Greek and Latin*, and on the other the generally prevailing practice of our schools today. At this point certain mild differences developed in the Committee in response

to the conflicting claims of scientific idealism and pedagogical utility. Very soon, however, it was agreed by all that to accomplish the purposes for which this Committee was appointed, *utility* must be the first consideration. Consequently three guiding principles were laid down:

1. To interfere as little as possible with prevailing American school practice, however inconsistent that practice may be with certain details of scientific theory. The Committee regards the conservatism of this principle as a matter of common sense. The state of Ancient Greek studies in America today is too precarious to justify the introduction of any unnecessary difficulties. Moreover, it is highly improbable that any radical changes would be accepted, even if recommended.

2. To direct such changes as are proposed to one purpose—that of securing clear-cut distinctions among such phonemes as were anciently distinguished. Fortunately the current school system attains this purpose reasonably well, so that the Committee was able to confine its attention to relatively few latent sources of confusion.

3. To secure all necessary distinctions by reference to English sound values which, though often mere approximations to scientifically determined ancient phonemes, are familiar enough in nearly all cases to American speech habits to cause no difficulty. Recognizing the inevitable tendency of students untrained in phonetic preciseness to accommodate foreign sounds to the nearest familiar approximation, the Committee has thought it more practical to abandon attempts at phonetic refinements. It is the more resigned to this procedure since it realizes that in any case even theoretic exactness is often impossible to obtain. No set of facts, for example, will hold good for the pronunciation of Ancient Greek at all periods and in all districts. As a corollary to this principle the Committee is inclined to recommend that illustrative examples of phonemes be presented as far as possible in the form of familiar English words and letter combinations rather than by arbitrary phonetic symbols.

In pursuance of these principles the Committee presents the following scheme, in which, for the avoidance of misconceptions which may arise from variations in local American pronunciation, the illustrative examples have been selected in most cases from the "Guide to Pronunciation" in Webster's International Dictionary.

Vowels

In general, two primary aims should be kept in view: (1) careful maintenance of distinctions in *length*, and (2) careful avoidance of the diphthongal vanishing glide which is naturally associated with length in English speech habits.

1. α (when short) like English *a* in *sofa*.
 2. α (when long) like English *a* in *arm*.
 3. ϵ like English *e* in *end*.
 4. η like English *a* in *care* (cf. *where*).
 5. ι (when short) like English *e* in *event* (cf. *dentine*).
 6. ι (when long) like English *e* in *ere* (cf. *machine*).
 7. \omicron like English *o* in *obey* (shortened).
 8. ω like English *o* in *orb* (prolonged).
 9. υ (when short) like French *u* in *menu* (simultaneous sound of *food* and *feed*).
 10. υ (when long) like number 9 prolonged.

Diphthongs

11. $\alpha\iota$ like English *i* in *ice* (cf. *aisle*).
 12. $\alpha\epsilon$ like English *ou* in *out* (cf. *sauerkraut*).
 13. $\epsilon\iota$ like English *a* in *ale* (cf. *rein*).
 14. $\epsilon\upsilon$ like English *ch-oo* in rapid succession.
 15. $\eta\upsilon$ like number 14 prolonged.
 16. $\omicron\iota$ like English *oi* in *oil*.
 17. $\omega\upsilon$ like English *oo* in *food* (cf. *soup*).
 18. $\eta\iota$ like English *ice* (cf. *suite*).

Iota Subscript

Since phonetic distinctions between ω with iota subscript and \omicron , η with iota subscript and $\epsilon\iota$, α when long with iota subscript and $\alpha\iota$ would be extremely difficult to maintain if the iota subscript were assigned its phonetic value, the Committee, in accordance with its second guiding principle, recommends that as in current practice the iota subscript be regarded as silent.

Breathings

No change is recommended in the current practice whereby the *asper* is given the sound of normal English *h*, and the *lenis* is disregarded.

Accents

The usual indiscriminate stress value of the accents should be maintained.

Consonants

It seems inadvisable to insist on such minutiae as the dental quality of λ , ν , and σ , or the slight aspiration of B and δ . When consonants are doubled the length of the syllable should be preserved by careful pronunciation of *both* consonants.

19. γ (before γ , κ , χ , and ξ) like English *n* in *ink*.
 20. ζ like English *dz* in *adze* (cf. *mes-soprano*).
 21. θ like English *th* in *thin*.
 22. σ like English *s* in *sing*.
 23. ϕ like English *f* (cf. *philosophy*).
 24. χ like German *ch* in *ach* (cf. simultaneous sound of *ken* and *hen*).
 25. ψ like English *ps* in *tipsy*.
 26. All other consonants like the normal English pronunciation of their graphic equivalents.

The recommendations of this report are in no sense radical. In fact the results may even be considered meager, at least in the sense that the innovations

are very few. Actually they are limited to an attempted reform of the pronunciation of η , and a clarification of the distinction between \omicron and short α . On the other hand, if the report has any effect towards stabilizing current practice by a fairly logical presentation of principles, it will have been worth while.



SOME THOUGHTS ON GREEK MUSIC

By WILLIAM BRAID WHITE
Principal, The School of Pianoforte Technology,
Chicago, Illinois

I have devoted a good deal of study to the design and development of musical instruments, on scientific and engineering principles, with rather special emphasis on the pianoforte; and I have had to recognize always the undoubted fact that all our western music is based upon the Greek modes. The first acoustician was Pythagoras; and we owe our musical scales to the Grecian masters.

Unfortunately, the amount of accurate, established knowledge of Greek music, in its practice, at least, is extremely small. We do know, in a general way, the theories, arithmetical and metaphysical, on which that practice is based; and we do know the Greek scales, to some fairly accurate extent. But we simply do not know how Greek music was actually performed, how it sounded, or whether it had any development beyond that of mere melodic line—that is, of tones sounded successively. It is out of the question for us to do more than guess at the aesthetic effect of Greek music upon those who heard it, because we can only judge the possibilities from the standpoint of our own modern reactions.

There has been much controversy as to whether the Greeks had any developed, or even primitive, system of harmony—that is, of combinations of simultaneous sounds. The truth is that we do not know. Tovey, the great musical critic, and editor of the musical side of the *Encyclopaedia Britannica*, aptly says that it may be taken for certain that, if any developed, highly organized system of musical composition and performance had actually existed in the fifth century B. C. in Greece, we should have evidence of it; but no such evidence has ever come to light.

Yet it is certain that Pythagoras discovered the fundamental relation between twelve fifths and seven octaves. It seems equally certain that he discovered the frequency ratios of the octave, fifth, and fourth, and that he demonstrated the theorem that the agreeableness of a musical interval varies inversely as the simplicity of its ratio. Of course he did not know about what we call "frequency" or vibrations per second of the

sounding bodies; but he did know about the ratios of the lengths of strings, and that amounts to the same thing.

Also, there is no getting away from the fact that our musical scales, major and minor, are simply two of the Greek modes, somewhat altered. This fact puts out of court the theory, often advanced, that the choruses in the great Greek tragedies and comedies sang their odes to tunes like those of modern Chinese music. The Chinese system is not based on the same series of intervals as ours; accordingly, when the Chinese sing Chinese music correctly, it sounds like Western music out of tune.

Greek music, if we can judge by what is said of it in the tragedies, the comedies, the dialogues, even the political speeches, must have been a thoroughly important, in fact essential, element of Greek civilized life. One can hardly picture Sappho's *Hymn to Aphrodite* as merely said, not sung! The actual sounds produced must nevertheless have been very feeble and uninteresting, because of the Greek lack of interest in mechanical contrivances. Indeed, Greek music must have been very poor indeed instrumentally, and perhaps almost entirely vocal—in any organized formal way, at least. The sensuous quality that means so much to us today must have been almost entirely absent. For that very reason the sensuous aspect of sound in general must have been wholly neglected; and, indeed, you will not find a line in any Greek literature that I know of that indicates any of the modern delight in the pure beauty of sound. Interest seems to have been confined entirely to the mathematical relations among the sounds; thus "music" was referred to a place within the scheme of Greek philosophy wholly nonsensuous, but quite metaphysical.



QUID NOVI SUB JOVE?

(Catullus Lxxxiv)
By FRANCES REUBELT
Tulsa, Oklahoma

"Hadvantage" Arrius used to say,

"Advantage" his intent.

And when he spoke of "hambuscade,"

'Twas "ambuscade" he meant.

Then he was sure most wondrously

He had pronounced, and well.

I do believe it, for so spoke

His mother, truth to tell,

And Liber, mother's brother, too,

All such words would say;

Likewise grandparents maternal

Had spoken in their day.

When he was sent to Syria,

All ears took a vacation.

They heard the same words softly said,

No hint of aspiration.

When suddenly a message came,

Of portent dire and dread.
 These were the tidings that it bore,
 The sad news that it spread:
 Those once Ionian waves we knew,
 Since Arrius has passed
 Are now in truth "Hionian" waves,
 Aspirate sticking fast.

BOOK NOTES

Course of Study in Latin for the High Schools of Virginia. Richmond: State Department of Education, 1945. Pp. 258. \$1.00.

This ambitious document was prepared by a committee of teachers, of which Anne M. Stiff was the chairman. Professor A. Pelzer Wagener, of the College of William and Mary, served as consultant and editor. It incorporates the results of eleven years' experimentation with a tentative course of study which was prepared by an earlier committee and was published in 1934.

The present course of study provides a co-ordinated plan for a full four years' course in secondary-school Latin. The general objective is "to make the study of Latin, from the very beginning, effective in developing the pupils' intellectual interests and powers, in promoting sound personal qualities, and in securing desirable social attitudes" (page 9). The authors say further that the proposed plan of instruction in Latin conforms, insofar as the nature of the subject permits, to the "core program" as it has been developed for the secondary schools of Virginia.

Some idea of the scope and organization of the present volume may be gained from the following chapter headings: "Viewpoint for Instruction," "Organization of the Latin Curriculum," "Activities and Procedures," "Evaluation," "Organization of Course of Study by Years," "Optional Initial Theme (A Survey of Language)," "Vocabulary for All Four Years."

The central purpose of the document is to encourage the teacher consciously to direct all classroom activities toward the attainment of certain desired individual and social objectives through the discriminating use of basic textbooks supplemented by carefully chosen reading in Latin and in English. In other words, the textbook is to be regarded as one of several servants, not as sole master. The authors realize that to carry out their recommendations it will be necessary to have a supply of additional textbooks and supplementary readers in the classroom and accessible to the pupils. They also realize that their recommendations make increased demands upon the teacher.

To provide for a desirable degree of unity and to give direction to the year's work, the committee proposes a "theme" for each of the four years. This "theme" is divided into several "topics," each of which is developed under subdivisions called "units of work." For example, the theme for the first year is "The Making of a Roman." Under this theme are listed five topics: "The Nature of the Latin Language and Its Importance in World Culture," "The City of Rome and the Life of Its People," "The Roman Home and the Life of the Family," "Religious Ideas and Practices of Rome," "The Character of a Roman." Five other possible topics are suggested for development in connection with this first year's theme: "The Education of a Roman Boy and Girl," "Roman Sports and Amusements," "Travel in Roman Times," "Warfare in Roman Life," "The Gods of the Ancient World and Their Function in Roman Life." The order in which these topics are to be treated and the relative emphasis to be given them is left to the discretion of the teacher and will probably be determined, for any given school or school system, largely by the reading content of the basic textbook which has been adopted from a recommended list. The themes for the second, third, and fourth years, respectively, are: "The Growth of the Roman State into a Dominant World Power," "Problems of the Late Period of the Roman Republic," "The Expression of the National Spirit and of Human Emotions in Roman Literature." An optional initial theme is also proposed, which the committee suggests may be used as an independent general language course in the junior or senior high school or as the first half year of the Latin course. The statement of this theme is: "Language as a Means of Communication and as an Instrument for Interpreting Thoughts and Emotions in Literary Form."

Teachers of Latin will find in this book the results of much careful thought on the place and purpose of Latin in American schools of today. They will also find many suggestions for activities and procedures, most of which would seem to have stood the acid test of actual classroom use. They will find very helpful the special bibliographies which accompany many sections of the book, as well as the brief, but good, general bibliography at the end.

—W. L. C.

Medea. Freely adapted from the *Medea* of Euripides, by Robinson Jeffers. New York: Random House, 1946. Pp. 107. \$2.50.

It is extremely interesting to one familiar with the *Medea* of Euripides to see how the ancient play impressed Mr. Jeffers, and how his own poetic genius has transformed it into something else.

His *Medea* is all modern, although her inspiration is classical. Her speech is free, unrestrained, powerful. Jason makes an excellent foil, as do the several women of the chorus. A few minor characters are added, choral odes are omitted, and the *machina* is left out at the conclusion of the play. There are two acts, the first ending upon the departure of *Medea's* nurse for Jason, with *Medea's* pretended capitulation. The very publication of the play, in these fast-moving postwar times, is indication of the eternal appeal of the old Greek story.

—L. B. L.

Notes And Notices

To the list of officers of the American Classical League, as given in our issue of October, 1946, pages 2-3, should be added the names of Fred S. Dunham, University of Michigan, among the elective members of the Council, and Clyde Murley, Northwestern University, among the members of the Council *ex officio*.

During the week of August 5-9, 1946, Latin teachers and students enrolled in the summer session at the University of Michigan participated in a series of conferences provided by members of the departments of Latin and Greek. A display of books and teaching materials was a feature of the conferences.

On September 5, 1946, the *New York Times* carried a picture of a plaque erected in Deal, England, to commemorate the two-thousandth anniversary of Caesar's landing in Britain.

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3. Skeleton Chart. The title is "Latin and Greek Serve as a Key to the Names of More than 200 Bones in Your Body." On a large skeleton, drawn in black, the names of several of the bones are printed in red.
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8. Loan Word Chart. The title is "The English Language Contains a Large Number of Actual Latin Words." There are two columns of examples, printed in red and blue.
9. Derivative Tree Chart. On a drawing of a tree, a Latin word is printed on the trunk, and English derivatives on the branches. Colors, black, brown, and green.
10. Scientific Inventions Chart. Space for pictures of a locomotive, radio, automobile, and telephone is provided, and the Greek and Latin words from which the names come are printed beneath. A list of other names of inventions is given also. Colors, red, black, and yellow.
11. Victory Chart (19" by 28"). A picture of a winged victory, and below it derivatives of the Latin word *victoria* in English, Spanish, Portuguese, French, Italian, Rumanian, German, Dutch, and Polish. Colors, red, blue, and black.
13. Pater Noster Chart. The Lord's Prayer in Latin. Colors, red and black.
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Cardboard cutouts of a Roman lamp and chariot. Printed in red, black, and yellow, and die-cut for easy assembling. Flat sheets with one chariot and one lamp on a sheet. Prices: 13 sheets for \$1.00; 25 sheets for \$1.75; 50 sheets for \$3.00.

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A card game for teaching cultural

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1. A Vergilian bookplate with the head of Vergil and appropriate Latin quotation. Printed in brown and green. Ungummed.
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The 1947 wall calendar is a "scenic calendar." Each month bears the photograph of a beautiful spot in Greece or Italy, with an appropriate quotation from ancient literature. The Roman designation for the dates is printed in large type, with modern numbering directly above. The calendar is 16 by 22 inches, and is printed on heavy paper, with plastic binding. Price, \$1.50.

LATIN AND GREEK CHRISTMAS CARDS

Latin and Greek Christmas cards are available, in the following styles:

- P. A woodcut of the Parthenon, printed in terracotta on white. Inside a good-luck greeting in Latin, suitable for Christmas or any occasion. Envelopes to match.
- K. A drawing of a kneeling woman in medieval dress, carrying a branched candlestick. The inside of the card contains three stanzas of a medieval Christmas carol in Latin. Colors, red, black, and ivory. Envelopes to match.
- L. Roman lamps, in silhouette. Inside, a greeting in Latin. Colors, green, black, gold. Envelopes to match.
- S. The carol, "Silent Night," translated into Latin, printed decoratively with holly and ribbon borders. Colors, red, green, and black, on a buff background. Envelopes to match.
- T. A softly-colored picture of the three columns of the Temple of Castor and Pollux reflected in the pool of the House of the Vestal Virgins, in the Forum at Rome. Inside, a greeting in Latin. Colors, green, brown, blue, red. Envelopes to match.
- PG. A woodcut of the Parthenon, printed in leaf-green on white. Inside, a greeting in Greek, suitable for Christmas or other occasion. Envelopes to match.
Prices: All cards, 7c each; 15 for \$1.00, any assortment.

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Holiday postcards with the greeting "Ferias Laetas!" ("A Joyous Holiday!") are available. They may be used for any holiday season of the year. The

design, in green ink, is taken from Columbus' drawing of one of his own ships. No envelopes. Can be sent through the mail for a one-cent stamp. Price, 30c for a packet of ten cards.

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160. Christmas and the Roman Saturnalia. 10c
163. Some Paragraphs about Christmas Written in Easy Latin. 5c
236. More about the Saturnalia. 10c
294. Officium Stellae. A liturgical play suitable for presentation at Christmas. 10c
297. A Bibliography of Articles Helpful in Preparing Entertainments for Christmas. 5c
382. Saturnalia. A Latin play. 10c
388. The Origin of the Roman Saturnalia. 10c
465. Suggestions for a Christmas Program by the Latin Department. 10c
466. A Roman and an American Christmas Compared. A play in two acts. 10c
478. Suggestions for Latin Christmas Cards. 5c
618. Frater Bestiarum, or Viae ad Sapientiam. A Christmas play, with music. By Ridie J. Gniou and Ilse M. Zechner. 16 or more boys, 1 girl. 40c. Extra copies of the music, 20c
624. Io Saturnalia! An easy Latin play for first-semester students. By Dorothy H. Hind. 6 boys, 2 girls, plus extras. 10 minutes. 10c

Articles

- Articles in THE CLASSICAL OUTLOOK:
- The Roman Saturnalia. December, 1937. 10c
- Christmas and the Roman Saturnalia. December, 1938. 10c
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- Christmas Gifts and the Gift Bringer. December, 1940. 10c
- Christmas and the Epiphany: Their Pagan Antecedents. December, 1941. 10c
- December 25th, Christmas Day. December, 1942. 10c

Booklet

- Latin Songs and Carols. By J. C. Robertson. Published by the University of Toronto Press, 1945. A new edition of an old favorite; about 15 pages of the total 64 are new. Price, 45c.

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